Transformation Redesign Plan

Cleveland Elementary School

Port Huron Area School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cleveland Elementary, one of ten elementary schools in the Port Huron Schools, is located in the southern end of Port Huron bordering Marysville School District. Cleveland has approximately 223 students in grades K-5. In addition there are 16 students in the Great Start Readiness Program. The ethnic breakdown of the student body is 39% White, 33% Black, 19% MultiRacial, 8% Hispanic, 0% Asian, 1% Indian. Fifty percent of Cleveland's students are male and fifty percent are female. Cleveland Elementary School's staff includes 12 classroom teachers, three certified Title I/31a Interventionists, a Special Education Resource Room teacher, and one GSRP teacher. Cleveland's school boundary encompasses a one mile radius. The majority of our students live in public housing and have not attended preschool. 100% of our students receive free breakfast and lunch due to community eligibility guidelines, however 87% are considered economically disadvantaged. Many students come from at risk home environments, where unique family structures including multiple families in one household are the norm. The mobility issue in the community is great, causing significant disruption with students' learning process.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement - Cleveland expects success, nothing less through providing a personalized, world-class education for each student today to shape tomorrow's community and global leaders. The mission of Cleveland Elementary School is to advocate for our students and families in partnership with our community to assure their success inside and outside of school; continuously innovate our practices and programs to improve student achievement; and educate in ways that are relevant, relationship driven, and rigorous. At Cleveland we recognize and promote respect for the cultural differences within our community and maintain a safe and supportive environment. We foster the development of students' technological competencies to better prepare them to meet the demands of a changing world. We continually strive to develop self-discipline, a strong work ethic and confidence in one's ability, while promoting individualism and self-esteem for all students, families and staff. Highly qualified and dedicated professionals deliver a quality education to our students and strengthen partnerships with home, school, and community to promote and share ownership in the school and its mission.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The staff at Cleveland Elementary is dedicated and work diligently to ensure that each student who attends our school receives a high quality education. In 2014 Cleveland Elementary Adopted a Balanced Calendar in an attempt to reduce

the summer achievement decline and to support our students and families within the community. We have made multiple changes in our daily routines and practices to meet the rigorous academic standards that have been established. M-Step performance is not where we want it to be, however we are confident in our ability to raise scores, accelerate achievement, and help each learner to meet his/her potential. With the transition to a year round, or balanced calendar, we have taken a proactive step at minimizing summer learning loss and providing enriching learning experiences during our intersession breaks. Prior to this school year Cleveland Elementary School was functioning within the guidelines of an instructional model titled "Project Child." The format for Project Child supported an individualized instruction model. The program was implemented for three years and fostered a positive sense of community within the building between staff and families. Upon further data analysis, the academic impact of the program did not yield the growth that was required to sustain the model. At the beginning of the 2016-2017 school year the building returned to a traditional K-5 self-contained model.

We have gone to great lengths to establish long term partnerships with many community groups to enhance each child's educational experience. Examples include: Cleveland Goes to College, Boy Scouts, Lunch Buddies, Port Huron Recreation Department, SONS Outreach, and the Blue Water YMCA etc. We continue to strive to help our students develop the higher-order thinking skills that will prepare them to be college and career ready in the future by continually tweaking our instructional model, teaching strategies, and methodologies.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Cleveland, in conjunction with the Community Foundation Organization, provides a Food Backpack Program to help families with nutritional needs over weekends and holidays. We have also partnered with the Port Huron Prowlers hockey team to provide mentoring support to students. Technology such as iPads, netbooks and laptops are available on mobile carts for classroom use. Cleveland operates on a balanced calendar that trades lengthy breaks for shorter, more frequent breaks. These shorter, more frequent breaks are called intersessions, and during this time learning is extended into these breaks through a program called Rec Lab. This is a partnership with the City of Port Huron to provide students with hands on learning experiences and engaging recreational activities. Finally, Cleveland is supported by a Behavior Interventionist/Behavior Coach. This person provides supports to teachers and students to promote the school's and district's Promoting Positive Schools initiative.

Priority School Assurances

Introduction

The SRO has identified Cleveland as a Priority School, however, MDE has not identified Cleveland as a Priority school at this time. Due to this, the ASSIST format is not open to include the Assurance statements for Cleveland. We realize that when this becomes open to the district that we will be required to certify yes/no to the Assurances and submit the document into the ASSIST Platform. The following phrase is what is listed in the system when we attempted to access this portion of the plan.

Priority School Assurances

"There is not an assurance or diagnostic available in ASSIST for this under Cleveland at this time."

Operational Flexibility Assurance

Introduction

Again, the format of ASSIST is not allowing Port Huron Area School District to access and address the content described in the following sections. We realize that when this becomes open to the district that we will be required to certify yes/no to the Assurances and submit the document into the ASSIST Platform. The following phrase is what is listed in the system when we attempted to access this portion of the plan.

Assurance of Operational Flexibility

"There is not an assurance or diagnostic available in ASSIST for this under Cleveland at this time."

Transformation Redesign

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, this reform/redesign plan addresses eleven separate requirements. This redesign plan is developed to begin initial implementation during the 2016-17 school year.

PART A: REFORM TEAM PERSONNEL

Individuals involved in the development of this reform/redesign plan.

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PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Cleveland Elementary School's plan will address these Big Ideas:

1. Cleveland staff will educate all students using core standards aligned with instruction and assessment.
   1.1. Adherence to instructional time standards
   1.2. Fidelity to core programs
   1.3. Use of formative assessments to drive instruction
   1.4. Monitoring the implementation of core programs through classroom walkthroughs by school/ district leaders
   1.5. Teacher collaboration through Professional Learning Communities by following structural protocols set by school leader
   1.6. Continued professional staff development for all teachers by District and RESA coaches to strengthen all core programs
   1.7. Increase the number of leveled reading materials available to staff for individualized reading instruction
   1.8. Embed the use of technology in core instruction

2. Cleveland staff will strengthen the implementation of Multi-Tiered Systems of Support (MTSS) and the process for delivering interventions.
   2.1. Early identification of students through universal screeners such as NWEA-MAP and MPG and diagnostic assessments to address student need
   2.2. Strengthening the Student Support Team (SST) process to appropriately identify students for intervention
   2.3. Strengthening the understanding of a classroom teacher's role in all tiers of intervention support.
   2.4. Building the capacity of all teachers to intervene and meet the needs of all learners
   2.5. Providing teachers with job embedded professional development to meet the individual needs for delivering appropriate interventions
   2.6. Monitoring the implementation of intervention delivery through classroom walkthroughs by school/ district leaders
   2.7. Developing a screening process for identifying Tier 2 and Tier 3 behavior students
   2.8. Incorporating the Superintendent's Dropout Challenge into the MTSS process
   2.9. Examining the feasibility of push-in and co-teaching Resource Room support for students with Individual Educational Plans (IEPs)
   2.10. Adding Intervention blocks during reading and math instruction

3. Cleveland staff will address the whole child by meeting the unique needs of our student population to overcome barriers to learning.
   3.1. Building the capacity of staff to reach out to families through training and coaching in topics such as parent involvement and working with families in poverty
   3.2. Revitalizing Cleveland's Positive Behavior Intervention and Support (PBIS) Plan with fidelity to decrease negative behaviors and impact student achievement

State what data were used to identify these ideas

The data used to identify the Big Ideas:
- M-Step Target and Subgroup Analysis
- NWEA MAP
- Staff and Student Demographics
- Data School Process Rubrics
- Staff, Student, Parent Surveys
- Title I and Title II Budgets
- Comprehensive Needs Assessment
- Accountability Scorecard

- Student Attendance
- School-Wide Information System (SWIS) behavior data
- Walkthrough and Observation Data
- Examination of Lesson Plans

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

- **Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

- **Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

At the start of the 2016-17 school year the district hired Michelle Kristick as the new principal of Cleveland Elementary. Michelle has extensive experience in the development and implementation of reform plans. She entered Cleveland and quickly continued the process of removing the previously mentioned instructional model. She focused on the development of core, Tier 1, teaching practices and developed a consistent and strengthened MTSS process. Due to Michelle's previous roles as an interventionist and instructional coach she has an extensive depth of knowledge in not only the collection of data but also the use of that data during instruction and the delivery of interventions. Prior to the identification of Cleveland as a priority school Ms. Kristick had worked diligently to gather staff and community feedback, build team mentalities and capabilities, and provide honest and consistent feedback.

Ms. Kristick will meet formally two times each year, fall and spring, to set professional goals and review her progress toward them with the superintendent and executive directors of PHASD. Ms. Kristick will be provided with ongoing training and calibration in the Danielson teacher evaluation model. It is also expected that Ms. Kristick attend all professional development her teachers attend.

Providing strong core instruction and interventions within the given time standards and utilizing researched district adopted resources in all classrooms is a focus for Cleveland Elementary. The district will support Ms. Kristick and her leadership team in moving her staff quickly in this direction. Part of this instructional change will happen through the implementation of Professional Learning Communities. The building leadership team will play an integral role in building the capacity of the staff during early PLC meetings, modeling the use of data, and leading discussions regarding instructional practice.

As the central office support person for Cleveland Elementary, Dave Roberts, Director of K-12 Instructional Services, will do frequent walkthroughs to provide feedback and data regarding instructional effectiveness. Monitoring of fidelity to the researched-based programs and practices will be an essential part of the support provided to Cleveland. In addition, in order to maintain focus on the Transformation Plan, all professional development and final decisions on Title I expenditures will need to connect directly to the Transformation Plan and be approved by Mr. Roberts.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

- **Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

- **Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor.**

The district uses Charlotte Danielson's Framework for Teaching and student achievement data as a comprehensive evaluation system which meets the requirements of MCL 380.1249 and MCL 380.1250. Principals, assistant superintendents, instructional service directors, student service director and the director of human resources with school board approval were responsible for the development of the initial Evaluation Plan. All documents were created by this team in collaboration with union leadership. The plan has been reviewed annually with administration and union representatives and adjustments have been made based on feedback received.

The Framework for Teaching is a research based model shown to increase instructional effectiveness. By increasing instructional effectiveness research indicates student growth will also increase. The Framework for Teaching

categorizes aspects of teacher effectiveness into 22 components, each having a rubric. They are clustered into four domains: Planning and Preparation (instruction and curriculum planning focused on standards), The Classroom Environment (relationships, procedures and routines), Instruction (research based instructional practices and student engagement), Professional Responsibilities. Each component has an applicable rubric describing characteristics and examples representing "highly effective", "effective", "minimally effective" and "ineffective" instruction. The model emphasizes a teacher/ administrator collaborative process for classroom observations, review of student work and curriculum review which provides continuous feedback. Use of The Framework for Teaching as the basis for evaluation has been supported by district leadership, building administrators, curriculum directors, teachers and union leadership.

A minimum of four observations for each teacher will occur throughout the school year. In addition, a minimum of 8 focused walkthroughs are expected for each teacher. The goal of these observations and walkthroughs is to gather factual evidence that will be used to prepare objective year-end evaluations. The building and district administration utilize information from the evaluations to determine applicable professional development in order to improve student learning.

For the annual year-end evaluation for the 2016-17 school year, 25% will be based on Student Growth and Assessment Data. This will increase to 40% by 2018-19 as prescribed by law. Student Growth is determined utilizing criteria based on a variety of achievement measures including NWEA, IEP goals, and other common standards based assessments.

All teachers are provided copies and have access via the district intranet to all evaluation documents. They also receive ongoing communication from both building and district administration as changes to the process occur. All documents are monitored and collected by the Executive Director of Employee and Student Services. This comprehensive evaluation system provides a fair and consistent method of teacher evaluation.

Beginning with the 2014-15 school year all building administrators are evaluated using the School ADvance principal evaluation tool. Both the Executive Director of Operations and Innovation and the Executive Director of Employee and Student Services are trained in the use of this tool for principal evaluation. During the 2016-17 school year all administrators will also be trained in this tool.

Twenty-five percent of the year-end evaluation for all building administrators will be based on Student Growth and Assessment Data. This will increase to 40% by 2018-19 as prescribed by law. This data will be based on a variety of building level data including NWEA, state assessments and common district standards based assessments.

Feedback was solicited and support was received from the building administrator union leadership for the use of this evaluation tool.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

- **Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

- **Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

Teachers at Cleveland will receive rewards annually based on attainment of building level goals for student achievement and effective implementation of the instructional program. Goals are collaboratively developed each fall by the building leadership team and district administration. The determination of attaining the established goals is made at the end of the school year.

In addition to these rewards the district continually seeks ways to celebrate staff efforts including recognition in district publications and at school board meetings. The district will collaborate with local businesses to reward efforts of the entire school staff through donations to the school to enhance the educational environment.

The district's teacher evaluation process will be used to evaluate all instructional staff at Cleveland Elementary. The evaluation process includes ongoing feedback to all teachers identifying areas for improvement in teacher practices. Regular analysis of student achievement data will also be utilized to identify teachers who may be in need of additional support to reach established goals

Multiple opportunities for support and improvement exist through collaboration with building and district instructional coaches, as well as building principal and district administrators. Opportunities for support include collaborative goal setting, coaching, instructional support, observing highly effective teachers and professional development. Individual Development Plans (IDPs) outlining goals and supports will be developed at the beginning of the school year, along with mid-year progress reports for teachers rated below "effective' on the previous year final year-end evaluation. IDPs will also be developed for all probationary teachers.

After being given multiple opportunities to improve, staff members who do not improve professional practice and have not increased student achievement will be considered for removal from their positions. Any teacher rated less than "Effective" on the year-end evaluation will be removed from his/her position at Cleveland Elementary. Probationary teachers rated less than "Effective" on the year-end evaluation will not be granted a contract for the following year.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

- **Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Big Idea 1: Cleveland staff will educate all students using core standards aligned with instruction and assessment.

- What: Core Literacy Instruction (Small Group Guided Reading)
    - Audience: Classroom Teachers, Resource Room Teachers and Support Staff (Interventionist)
    - Who will Provide: Department of Instruction Supervisors, Department of Instruction Coaches, and RESA Consultants
    - Delivery Options: professional development workshops (some blended), in-classroom coaching with job-embedded professional development, Professional Learning Communities (PLCs)
    - Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, bi-monthly Guided Reading "Look Fors" and feedback given to staff in a timely fashion within a timely manner (via Google form), NWEA data analysis three times per year

- What: Core Literacy Instruction (Whole Group)
    - Audience: Classroom Teachers, Resource Room Teachers and Support Staff (Interventionists)
    - Who will Provide: Department of Instruction Supervisors, Department of Instruction Coaches, and RESA Consultants
    - Delivery Options: professional development workshops (some blended), in-classroom coaching with job-embedded professional development, Professional Learning Communities (PLCs)
    - Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, bi-monthly Whole Group "Look Fors" and feedback given to staff in a timely manner (via Google form), NWEA data analysis three times per year

- What: Classroom Discussion Strategies Across All Core Content Areas (Talk Moves)
    - Audience: Classroom Teachers
    - Who will Provide: RESA Consultant, District Instructional Supervisor and Instructional Coach
    - Delivery Options: PSD Blended Learning and job-embedded coaching
    - Impact: Monitoring will occur through weekly submission of lesson plans and monthly feedback from walkthroughs.

- What: Math Instruction: Fidelity to Math Expressions
    - Audience: Classroom Teachers, Resource Room Teachers

- ○ Who will provide: Department of Instruction Supervisors, Department of Instruction Coaches, and RESA Consultants
- ○ Delivery options: professional development workshops (some blended), in-classroom coaching with job-embedded professional development, Professional Learning Communities (PLCs)
- ○ Impact: Monitoring will occur through reviews of PLC agendas, weekly lesson plan reviews, bi-monthly Math Expressions "Look Fors" and feedback given to staff in a timely manner (via Google form), NWEA data analysis three times per year

- What: Training and Implementation of New Michigan Science Standards (Talk Moves)
    - ○ Audience: Classroom Teachers
    - ○ Who will Provide: RESA Consultant and District Instructional Supervisor and Instructional Coach
    - ○ Delivery Options: PSD, Blended Learning, and job-embedded coaching
    - ○ Impact: Monitoring will occur through weekly submission of lesson plans and monthly feedback from walkthroughs.

Big Idea 2: Cleveland staff will strengthen the implementation of MTSS and the process for delivering interventions.

- What: Data Analysis Translating to Instruction (NWEA MAP Learning Continuum, Digging Deeper Assessments)
    - ○ Audience: Classroom Teachers, Resource Room Teachers, Intervention Specialists
    - ○ Who will provide: District Data Coach, District Instructional Coaches
    - ○ How: PSD Workshop, Staff Meetings, PLCs,Grade Level Meetings
    - ○ Impact: Monitoring will occur through review of meeting agendas and data dialogues

- What: Tier 2 Reading Interventions and Tier 2 Math Interventions
    - ○ Audience: Classroom Teachers, Resource Room Teachers, and Intervention Specialists
    - ○ Who will Provide: Department of Instruction Supervisors, Department Instructional Coaches
    - ○ How: PSD Workshops, Staff Meetings, PLCs, Grade Level Meetings
    - ○ Impact: Monitoring will occur through review of meeting agendas, weekly lesson plan review, intervention plans and logs, bi-monthly walkthroughs

Big Idea 3: Cleveland staff will address the whole child by meeting the unique needs of our student population to overcome barriers to learning.

- What: Positive Behavior Interventions and Supports
    - ○ Audience: Cleveland (certified and noncertified)
    - ○ Who will Provide: Principal, Building Leadership Team, Behavior Interventionist/Coach
    - ○ How: PSD Workshop for Trainers
    - ○ Impact: Monthly data analysis at Staff Meetings

- What: Understanding Students and Families who live in Poverty
    - ○ Audience: Cleveland Staff (certified and noncertified)
    - ○ Who will Provide: Ruby Payne Trainers
    - ○ How:-PSD with Trainers, embedded focus in ongoing staff meetings and PD
    - ○ Impact: Perception survey data, walkthrough data

- What: How to Effectively Engage Parents
    - ○ Audience: Cleveland Staff (certified and noncertified)
    - ○ Who will Provide: Principal, MDE "Family Engagement" resource
    - ○ How: Blended, Book Study, PSD with Trainers
    - ○ Impact: Perception data gathered through surveys

Although this is a substantive number of strategies, the PHASD has the institutional capacity to execute the professional learning over the course of the plan. The Department of Instruction has two district-wide Title I and Title II Instructional Coach positions and a Data Coach position. The PHASD receives additional instructional support from two St. Clair County RESA Math/Science and ELA consultants. Each of the strategies described will be carefully mapped out in a professional learning calendar with initial training, follow-up training, and monitoring addressed.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

The district uses state guidelines to recruit teachers and a variety of methods of recruitment. Advertisement of vacancies includes the district website and social media, external job posting sites, and university job placement services. All candidates must meet the criteria to be "highly qualified" and have the proper, up-to-date certification in order to be considered for a teaching position. Recruitment efforts include partnerships with several universities to pair prospective teachers up with exemplary professionals. For instance, most schools in the district host college students seeking pre-student teaching observational experience and provide student teaching placements. The district has subsequently hired several student teachers. The district also ensures all long-term substitutes meet "highly qualified" criteria and utilize this as an opportunity to evaluate potential candidates for open teaching positions.

The unique needs of the students at Cleveland, such as working with students from poverty or those with attendance and social- emotional concerns, will be taken into consideration when recruiting and assigning teachers to this school. Interview questions for prospective staff members at Cleveland include a focus on the specific types of at-risk learners identified at the school as well as knowledge and experience with strategies included in this Transformation Redesign Plan.

The district has the right of assignment and transfer without regard to seniority for all teaching positions. The principal has the right to assign teachers within the building based on their strengths. The district maintains a list of teachers interested in moving to Cleveland or a specific assignment within the building. All teachers interested in a vacancy will be interviewed utilizing questions focused on competencies of turnaround teachers/leaders. The principal of Cleveland Elementary will participate in all interviews for building staff. Placement decisions will be based upon potential candidate's credentials, abilities, reference checks and ability to address the needs of students at the school. The principal will exercise right of refusal to deny a teacher the ability to move into Cleveland Elementary if their capacity does not align with the school's direction and student's programming needs.

In order to recruit and retain the most effective teachers who successfully address the needs of Cleveland students specific initiatives have been put in place that are not available in all district schools. All Cleveland teachers will have access to instructional technology in a one-to-one environment. Teachers at Cleveland have opportunities for additional compensation through participation in professional development outside their contractual times, as well as providing extended day/year tutoring services. Staff members will be eligible for incentives based on attainment of building level goals for student achievement and effective implementation of the instructional program. Goals will be collaboratively developed by the building leadership team and district administration.

The district also implements strategies for retaining teachers. A new teacher induction program includes a full day training before the beginning of school and ongoing training throughout the year. A mentor program also provides ongoing support to teachers in their first three years of teaching in the district. Throughout the year teachers are recognized for outstanding efforts at board of education meetings.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

The following instructional programs were selected due to their alignment with CCSS and/or State standards:

1) English Language Arts
   a) Instructional Program: Balanced Literacy
   b) Resources: The Next Step in Guided Reading, Harcourt Trophies with Basal-Alignment Project, Write Well, Navigating Nonfiction, leveled literacy libraries, Fountas and Pinnell Leveled Literacy Interventions
   c) Multiple Data Sources: M-Step-Target and Subgroup Analysis, NWEA-MAP, Accountability Scorecard, Writing District Benchmark Assessments, examination of lesson plans
   d) Data matched to disaggregating subgroups: No pronounced gap among any subgroup because majority of students performed low
   e) Causal Categories for Low Achievement: Curriculum (implementation), Instructional (methods, materials, and resources), Teachers (knowledge and skills), Infrastructure (schedules)

2) Math
   a) Instructional Program: Math Expressions
   b) Multiple Sources: M-Step Target and Subgroup Analysis, NWEA-MAP, Accountability Scorecard, examination of lesson plans
   c) Data matched to disaggregating subgroups: No pronounced gap among any subgroup because majority of students performed low
   d) Causal Categories for Low Achievement: Curriculum (implementation), Instructional (methods) Teachers (knowledge and skills), Infrastructure (schedules)

3) Social Studies
   a) Instructional Program: MC3 Michigan Citizenship Collaborative Curriculum
   b) Multiples Sources: M-Step Target and Subgroup Analysis, Accountability Scorecard, examination of lesson plans
   c) Data matched to disaggregating subgroups: No pronounced gap among any subgroup because majority of students performed low
   d) Causal Categories for Low Achievement: Curriculum (implementation), Instructional (methods), Teachers (knowledge and skill), Infrastructure (schedules)

4) Science
   a) Instructional Program: Transition to New Science Standards (Talk Moves)
   b) Multiple Sources: M-Step Target and Subgroup Analysis, Accountability Scorecard, examination of lesson plans
   c) Data matched to disaggregating subgroups: In the past two years, Cleveland had 0 students scoring proficient on Science M-STEP.
   d) Causal Categories for Low Achievement: Curriculum (design and implementation), Instruction (methods, materials, and resources), Teachers (knowledge and skill), Infrastructure (schedules)

Description of the Instructional Programs selected for Cleveland:

1. English Language Arts
   a. Instructional Program: Guided Reading and Write Well
   b. Big Idea Connection: 1 and 2
   c. Specific strategies to be implemented school-wide:
      i. Professional Learning Communities
      ii. Thinking Maps
      iii. Student goal-setting
      iv. Metacognitive strategies-think alouds, talk moves
   d. Aligned to standards (CCSS): Yes
   e. Research Base for Guided Reading as an Instructional Approach:
      i. http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf
      ii. *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy* (2001) Fountas, I. C. & Pinnell, G.
      iii. *Mosaic of Thought: Teaching comprehension in a reader's workshop* (1997) Keene, E. & Zimmerman, S.
      iv. *Guided Reading: Good Teaching for All Children* (1996) Fountas, I. C. & Pinnell, G.
   f. Implementation (Resources-Staff Responsible):
      i. Professional Learning Communities - Principal
      ii. Thinking Maps - Department of Instruction
      iii. Student goal-setting - Principal and Department of Instruction
      iv. Meta-cognitive strategies and think alouds, talk moves - Principal and Department of Instruction
   g. Track adult implementation: Instructional coaches will monitor implementation for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated—common language, common understanding, non-negotiables, etc.

2. Math
   a. Instructional Program: Math Expressions
   b. Big Idea Connection: 1 and 2
   c. Specific strategies to be implemented school-wide: Thinking Maps,"I can..." statements or focus boards, self-assessment rubrics, metacognitive strategies-think alouds, cooperative learning, 8 Mathematical Practices, Daily Routine (K-2), Basic Fact Fluency, 60 minute lessons
   d. Aligned to standards (CCSS): Yes, K-5
   e. Research Base:
      i. National Research Council. Adding It Up: Helping Children Learn Mathematics. J. Kilpatrick; J. Swafford; and B. Findell, eds. Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press, 2001.
      ii. National Research Council. Helping Children Learn Mathematics. J. Kilpatrick and J. Swafford, eds. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press, 2002.
      iii. A Researched-Based Framework for Math Expressions, Grades K-6 (Revised June 2012) http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math- expressions/02_49823_MX_Research_HR-130205.pdf
   f. Implementation (Resource-Staff Responsible):
      i. Professional Learning Communities - Building Principal and District Coaches
      ii. Fidelity to Math Expressions program (Daily Routine, Basic Fact Fluency, 8 Mathematical Practices, and 60 minute lessons)-Principal, District Coach
      iii. Tier III Math Interventions-Dept. of Instruction
   g. Track adult implementation: Instructional coaches will monitor for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated—common language, common understanding, non-negotiables, etc.

3. Social Studies
    a. Instructional Program: MC3 Michigan Citizenship Collaborative Curriculum
    b. Big Idea Connection: 1 and 2
    c. Specific strategies to be implemented school-wide: Thinking Maps, metacognitive strategies-think alouds, cooperative learning
    d. Aligned to standards: yes
    e. Research Base:
        i. National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment, were developed by a Task Force of the National Council for the Social Studies, and approved by the NCSS Board of Directors in March 2010
    f. Implementation (Resources-Staff Responsible):
        i. Professional Learning Communities-Building Principal and Dept. of Instruction
        ii. Meta-cognitive strategies-think alouds, talk moves-Building Principal and Dept. of Instruction
    g. Track adult implementation: Instructional coaches will monitor for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated—common language, common understanding, non-negotiables, etc.

4. Science
    a. Instructional Program: Transition to New Science Standards (Talk Moves)
    b. Big Idea Connection: 1 and 2
    c. Specific strategies to be implemented school-wide:
        i. Professional Learning Communities
        ii. Thinking Maps
        iii. Metacognitive strategies-think alouds, talk moves
    d. Aligned to standards: yes
    e. Research Base:
        i. Essential Features of Classroom Inquiry, Inquiry and the National Science Education Standards (NRC, 2000, p25).
    f. Implementation (Time-Resources-Staff Responsible):
        i. Professional Learning Communities-Building Principal and Dept. of Instruction
        ii. Thinking Maps-Dept. of Instruction
        iii. Meta-cognitive strategies-think alouds, talk moves-Building Principal and Dept. of Instruction
    g. Track adult implementation: Instructional coaches will monitor for coaching purposes and Administrators will monitor for evaluative purposes. Fidelity checklists or "look fors" will be utilized to monitor instruction and ensure delivery of the intended curriculum and standards. This monitoring data collection, using Google forms, will assist in "fleshing out" how implementation is articulated—common language, common understanding, non-negotiables, etc

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

The Port Huron Area School District focus for the 2016-17 school year is data driven dialogue that supports instruction. This common data dialogue is first done at administrator meetings with the building administrators followed by administrators continuing the dialogue with their staffs. NWEA MAP and MAP PG universal screeners are administered 3 times a year for all students in Reading, Math, and Language. Building level, grade level and classroom level data will be analyzed with whole staff and grade levels to determine trends and identify causal categories for low achievement areas after each assessment cycle (Sept., Feb., and May). Collaboration during grade level meetings will occur twice monthly to review formative data linked to instructional programs in order to identify immediate instructional needs and plan adjustments in instruction at the classroom and grade level. The instructional outcomes of the core programs will

be analyzed during these team meetings using not only achievement data but also using the fidelity checklists/"Look fors" data. Once a month, the staff will review School-Wide Information System (SWIS) behavior data to look for trends and plan reteaching opportunities.

For individual student data review, Cleveland staff will utilize a Student Support Team (SST) process. For behavior, individual student SWIS data is reviewed and follows the SST process to determine and monitor interventions. Tier II and Tier III interventions may be referred to the behavior interventionist. Academically, students scoring below the 40th percentile on the NWEA-MAP Reading and Math screener will be administered additional diagnostic assessments. These diagnostic assessments will be used to identify if the student has a specific skill gap. (*See the list of Reading and Math diagnostic assessments below.) If a gap is identified, the assessment results provide information to plan for instruction and intervention, if needed. The classroom teacher is expected to differentiate core instruction and provide Tier II intervention instruction based on the diagnostic assessment results. An intervention plan and log is maintained for students receiving intervention. The classroom teacher will progress monitor after 5 to 10 days of instruction using an assessment appropriate for the skill being monitored. If there is insufficient progress after 3 progress monitoring points of data, then the teacher refers the student to the Student Support Team (principal, intervention specialists, behavior interventionist, and classroom teacher) for review of student work and data in order to make adjustments to the instructional plan (frequency, provider, intensity, and/or resources) which might include assignment to a Tier III instructional program. The Student Support Team meets bi-weekly for new referrals and review of Tier II and Tier III students in a 2 to 8 week rotation.

*Diagnostic Assessments for Reading:
- Phonemic Awareness-Consortium on Reading Excellence (CORE) Phoneme Deletion, Phonological Segmentation and Phoneme Segmentation
- Phonics-CORE Phonics Survey
- Fluency-CORE Multi-level Academic Skills Inventory, Revised (MASI-R)
- Comprehension-CORE Reading MAZE
- Vocabulary- CORE Reading MAZE
- Comprehensive Diagnostics for Select Groups:
    - Reading Recovery Inventory (lowest 1st grade students)
    - Fountas & Pinnell Benchmark Assessment Kit (students receiving Tier 3 instruction and placed in the LLI program)

*Diagnostic Assessments for Math:
- Curriculum Based Measurements (CBMs) for Fact Fluency
- NWEA Screener and Checklists
- DELTA Math Intervention Cycle Masters

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Through collaboration with the school team and district administration a structure has been built to allow for increased learning time for all students. Fifteen minutes will be added daily to the student instructional day. This additional time is at no additional financial expense to the district. By increasing the student day teachers will have ample time to meet the district established instructional minutes for all core academic subjects. These time standards are research based and appropriate to each grade level.

In addition to the longer school day, building staff are maximizing instructional time by evaluating how they currently structure the day. They are focused on limiting non-instructional activities and reducing transition times. This is also supported by the move away from Project Child as the students have a reduction in the amount that they transition throughout the day.

The increased learning time will also provide ample time daily for an intervention/enrichment block of time focused on addressing the needs of all students in Math and Reading.

Research indicates that in order to make significant growth for students performing below grade level schools must both increase the amount of time allocated for instruction and improve instructional methods. By adding time for rigorous and relevant core instruction students will gain the depth of knowledge needed for further advancement. The ability to provide research-based personalized interventions within the school day for all students will increase student achievement and provide the additional growth needed for students to meet or exceed grade level expectations.

During the school day enrichment opportunities include offerings such as art, music, technology and physical education/health. Students receive 45 minutes weekly of art, music and technology and 90 minutes weekly of physical education/health. This will increase student achievement because the teachers of these enrichment opportunities extend core content through incorporation of building wide use of thinking maps, content vocabulary, and writing strategies. Their instructional units are connected to core content as appropriate. In addition, student learning is extended during the 45 minute daily intervention period based on their individual performance in reading and math. This time is utilized for personalized skill instruction and application to extend learning for those already meeting grade level benchmarks.

Grade level teachers have a daily forty-five minutes of common prep time. This time is used for personal planning with the expectation that collaborative planning will take place at least weekly. Professional collaboration time will be used for data dialogues, instructional practice, student support, and use of resources. This extra time to discuss individual student, classroom, subject-specific, and/or school data will lead to implementation of better practices in the classroom to meet student needs. This will also provide building and district instructional coaches time to meet with staff for coaching on best practices and/or use of resources for students.

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Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Cleveland, through the use of family and community partnerships, will provide multiple programs in order to engage all stakeholders in the reform effort. Cleveland staff will conduct surveys after each of the activities listed below to receive input and parent advisory meetings will be held monthly to engage parents in conversation about the reform efforts.

Big Idea 1: Cleveland staff will educate all students using core standards aligned with instruction and assessment.

Because Cleveland staff is educating all students using core standards aligned with instruction and assessment, it is imperative that parents understand what the standards entail and how good instruction works. Parents will be invited to participate in multiple educational opportunities through the use of math and literacy nights. Parents will receive resources and instruction to use at home to increase their child's knowledge of math and reading.

Big Idea 2: Cleveland staff will strengthen the implementation of MTSS and the process for delivering interventions.

Parent Conferences - When a student has been identified through the MTSS process as requiring Tier III academic instruction, a conference must be conducted with the parent every four to eight weeks as deemed necessary by the Student Support Team. Instructional changes and interventions will be discussed with parents as well as supplying parents with additional learning materials for use at home.

Big Idea 3: Cleveland staff will address the whole child by meeting the unique needs of our student population to overcome barriers to learning.

Title-I Home/School Compact - Cleveland's principal, teachers, parents, and students sign a compact that outlines their commitment and responsibilities to ensure academic achievement. Title-I parent involvement reservation of funds are utilized to conduct activities for family engagement with the school and staff.

Parent Involvement Policy - This will be shared with parents on an annual basis during multiple scheduled times to ensure all parents have the opportunity to attend and give their input. It includes an outline of policy involvement, shared responsibilities for high student academic achievement, and building a capacity for involvement and accessibility.

Lunch Buddy Program - Select Cleveland students will be provided a Lunch Buddy. Lunch Buddies are members of the community that serve as a mentor to the student.

Cleveland will develop relationships with community agencies in order to achieve the goals set out in the reform plan. Community partnerships will include, but are not limited to, Department of Human Services, The Acheson Foundation, The Community Foundation of St. Clair County, Literacy and Beyond, Women's Life Insurance Agency, Port Huron Prowlers Hockey Team, and numerous other local businesses, churches, and volunteer programs. All community partners will be surveyed annually to get input on past and possible future reform efforts. All of these partnerships will serve to improve the academic success and meet the needs of the students at Cleveland Elementary School.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

The district will provide Cleveland Elementary with operational flexibility for issues such as staffing, time and budgeting to implement a comprehensive approach to substantially increase student achievement. A Memo of Understanding (MOU) will be developed and signed by the Board of Education and the Port Huron Education Association stating that the district and association are committed to meet requirements placed within the Transformational Plan. These meetings are in the process of being held and the MOU will be submitted upon agreement and completion.

The principal will have the ability to utilize staff and the building budget in the most effective manner to increase student achievement. The principal will involve the building leadership team in these decisions. The principal will be given all available information for site-based decisions throughout the year.

The leadership team, in collaboration with the director of instructional services will have the ability to plan their professional development days. The building professional development will be based upon this plan and building data.

The district has the right of assignment and transfer without regard to seniority for all teaching positions. The principal has the right to assign teachers within the building based on their strengths. The district maintains a list of current teachers interested in moving to Cleveland or a specific assignment within the building, as well as a list of teachers requesting to be moved to another position in the district outside of Cleveland. All current teachers interested in a vacancy will be interviewed utilizing questions focused on competencies of turnaround teachers/leaders and meeting the unique needs of students at Cleveland. The principal of Cleveland Elementary will participate in all interviews for building staff. Placement decision will be based upon potential candidate's interview, credentials, abilities, and reference checks. The principal will exercise right of refusal to deny a teacher the ability to move into Cleveland Elementary if their capacity does not align with the school's direction and programming needs.

The district supplied operational budget for Cleveland Elementary will be adjusted to meet unique Priority School related needs. More financial support will be given from both general and federal funding to maximize opportunities for student success. The building principal and leadership team will have the ability to determine the use of building Title I funds in accordance with allowable uses.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The Port Huron Area School District will support Mrs. Kristick and her leadership team by being in attendance at all functions required by the SRO for priority schools. District central office staff will also participate and work side-by-side with the school when participating in these various support activities.

Dave Roberts, Director of K-12 Instructional Services, will be the central office contact person responsible for monitoring and supporting Cleveland.